
| RESEARCH ARTICLE

Teachers' Observation and Practices of English Language Teaching Methods in Private Universities in Bangladesh: Preference, Problems and Future Implication

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| ABSTRACT

This study aims to investigate the realistic and authentic practices of English Language Teaching (ELT) by the private university teachers in Bangladeshi context. The study tries to focus on some observations of classroom pedagogical methods and techniques applied by the language practitioners according to their choice and preference in tertiary level. It further examines some problematic issues which are considered to be challenges of faculties teaching English to the learners of English Departments of different private universities. Using mixed method approaches, data were collected through online surveys from 34 teachers and follow up interviews with 5 teachers across different renowned private universities of Bangladesh. The data collected are analyzed by both statistical references and the findings from interview and survey are discussed descriptive analytical elaboration. The study reveals that the teachers do not follow single restricted traditional method but they are always ready to follow new innovative techniques. Mixing different method is a common phenomenon in classroom teaching situation. But there are still some challenges the teachers face to initiate new model of teaching English language skills both inductively and deductively. While integrating four basic skills, they find it difficult for several reasons. The study reveals these impediments and some future implication will also be implied in the last section of the study.

| KEYWORDS

English Language Teaching", "Teachers' observation", "Private Universities", "Practice and preference", "Future implication

| ARTICLE INFORMATION

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1. Introduction:

Teaching of English language is one of the most common and widely recognized facts of present world. Throughout the world, English Language Teaching (ELT) to English as second and foreign language learners is a practice that is enormously widespread and it is also essential for the developing countries like Bangladesh because without the knowledge of English, they cannot go ahead with career opportunities. In many ways, as in communication, foreign business, higher education and so on, teaching and learning English are necessary. To be expert and proficient in English language skills, students need to be taught in such a way that they can gain success in their future career goals. The teachers are to be very mastered at designing materials, combining methods, integrating skills, prioritizing communication over correction, correcting errors and judging students from neutral point of view. At modern time, technological sound knowledge and use of technological tools like multimodality, visual aids, AI is also a great challenge for teachers along with students in classroom to teach technologically advanced learners. At the same time, a teacher needs to work as a facilitator, a monitor, a counsellor, a guide, a collaborator, a motivational speaker and so on. Doing mixture of communicative tasks, choosing authentic tasks for following task-based and content-based approaches without teacher training, teaching resources, teacher development is quite impossible. Xiao's (2015) study on Communicative Language Teaching (CLT) in a Chinese university reveal a considerable "gap" between teachers' stated beliefs and their actual classroom practices.

2. Literature Review:

A teacher is a personal who has to knowledgeable, prompt, cooperative and fully and actively engaged with the pupil in her/his classroom. In English language teaching, a proficient and professional responsible teacher is a must need. A teacher needs to incorporate all the key elements and factors of language pedagogy. Integration of ICT in English language classroom for skill development is a much more effective method to enhance the useful application of effective computer and multimodal tools. (Fox, 2023). According to his viewpoint, it is an intercultural journey. Ebata (2008) talks about the motivational factors of language learning in his "Motivation and Demotivation Factors in Language Learning". A teacher has to motivate the students to learn in any situation both inside and outside classroom with and without guidance. An autonomous learner is someone who learns to enrich oneself but the motivation is there from a teacher. Some researchers like Coffey & Leung in 2015 inquired descriptively about teacher development. "Narrative inquiry acts as a bridge, allowing teachers to engage in critical reflection over their beliefs, choices, and everyday classroom actions to reclaim their professional agency" (Fang, 2021). Kennedy (1999) explained teacher education as experiences and activities through which individuals learn to be language teachers. A teacher can be a "teacher-learner" (Kennedy, 1999). To Richards and Nunan (1990), the literature on teacher education can be slightly compared with literature on teaching methods and techniques for language teaching. Understanding teaching methods is a part of teacher knowledge and teacher education (Freeman, 1989).

To compete with modern era, modern educational landscapes are increasingly dominated by some creative approaches, methods and techniques. The traditional methods are not being followed now-a-days. This institutional shift often creates a disparity between what Coffey and Leung (2015) term "sponsored professionalism"—the rigid, policy-driven measurement inaugurated by policy makers—and the personal, pedagogical values of individual educators. Rather than passively conforming to these external pressures, teachers actively negotiate their professional spaces. As Fang (2021) tries to demonstrate through a Foucauldian analysis, such as doing mandatory curriculum renovation, they often display complex subjectivities of their personal choices. By processing these tensions through critical reflection and daily instructional adaptations from different methods, teachers can transform them toward an "independent or autonomous professionals" (Coffey & Leung, 2015), effectively re-designing their professional identities and goals despite having some structural and theoretical constraints.

My study perspective is to show some extensive observations of real-life classroom practices through the lens of teachers' perspectives. They have theories and ideas but are they following the rigid theories and ideologies or they are rebuilding the fixed system.

3. Methodology:

3.1 Research Design:

Both qualitative and quantitative approaches (mixed method) were employed in this survey which includes providing survey Questionnaire to some private university teachers of Bangladesh. The mixed-methods approach was chosen to combine the strengths of both quantitative and qualitative data, allowing for a more thorough understanding of the research construction. Quantitative data were collected through a closed-ended online survey questionnaire, while qualitative data were gathered via semi-structured online interviews with 5 esteemed teachers. This design aligns with established mixed-methods procedures that integrate numerical trends with narrative explanations ([Creswell & Creswell, 2018](#)). The integration of both methods provided a richer and more nuanced analysis of the teachers' observation and perspectives.

3.2 Sample:

The study sample consisted of 34 EFL and ESL Tertiary level teachers from the English departments of some private universities in Bangladesh. This number met recommended thresholds. The sample included 20 teachers from inside Dhaka and other 14 from outside Dhaka city. All teachers enrolled in this study were invited to share their experiences and observation of teaching in real-time classroom. This study does not claim to represent a wider population; results are context-specific and should be interpreted accordingly. All participants provided informed consent, and confidentiality was maintained through the use of pseudonyms (e.g. University A-Z) and participants have the right to withdraw without incurring any penalties.

3.3 Research Instrument:

Data were collected using two methods: an online questionnaire and online interviews. The questionnaire, distributed via Google Forms, collected quantitative data to find out the teaching methods they apply and practice in classroom. Semi-structured interviews were conducted with 5 teachers from five different private universities via Zoom. The interview protocol explored the authentic viewpoints of teachers.

4. Findings of the Teachers' questionnaire:

Some Private University English Teachers are asked questions from different private universities situated in Bangladesh. 34 teachers are asked questions through online Google form and their answers were organized in a table as shown in table 4.1.

Table 4.1

Findings from the Teachers' Questionnaire

No.	Question	Sometimes / Not Always (%)	Yes (%)	No (%)
1	Do you follow appropriate teaching techniques in English Language Teaching?	32.4	67.6	—
3	Do all the students qualify enough to study at the tertiary level?	41.2	55.9	—
5	Do you follow innovative and unique texts (music videos, audio clips, or other realia) to make students learn English?	29.4	67.6	2.9
6	Do you prepare class objectives and follow them rigidly?	20.6	67.6	11.8
7	Do you make students practice all four skills in a single class?	41.2	20.6	38.2
8	Do you have any training regarding teaching English from any institution?	—	52.9	47.1
9	Are you interested enough to follow an innovative learning style?	5.9	94.1	—
12	Are the needs of students given importance in designing syllabus and materials?	32.4	61.8	5.9
13	Are you independent and motivated enough to choose an appropriate method?	8.8	88.2	—
14	Do you work as a facilitator and guide to the students?	8.8	91.2	—

Note. ($n = 34$) Data were collected from 34 English teachers from private universities in Bangladesh through an online questionnaire. Percentages represent participants' responses to each item.

4.1.2 Teachers' Responses to the Open Question no-15

15. Are grammar rules taught with importance in your English class? If yes, by which method it is taught? 34 authentic responses (exactly as it is) are given below.

"No

Feedback

Yes, grammar rules are taught deductively. GT Method is mostly used for grammar teaching and sometimes it is combined with CLT.

Yes. Right form of verbs and Tenses

Yes, I follow TBLT.

Grammar -Translation method

No, grammar rules are not taught

Yes, and it is done using the inductive method.

Grammar rules are not taught in my literature class but tried to be maintained.

simple n easy method

Mostly. It depends on class size. For large classes GTM is used but in small classes I prefer using discovery learning where the students find the rules themselves.

Yes, Deductive application

Discussion and practice method

Grammar rules are taught through the Grammar-Translation Method and CLT approach.

Yes, Grammar Translation Method

In tertiary level, teaching grammar rules is not common as the syllabus and course objectives do not allow the time.

Not always. But sometimes the grammar rules are taught inductively.

Yes. We follow direct method

Inductive approach

Not always. If a situation arises, grammar teaching was done as part of primary skill development.

Yes, Audio-visual method.
Eclectic approach
Not always
Deductive, CLT
Inductive method
Mistakes are pointed out and clarified with reference to grammatical rules.
Grammar Translation Method; Inductive Method
Not always
Yes, both deductive and inductive method
Yes, GTM."

Question number 15 and answers (given above) of it is a very crucial part of my thesis because it was asked to all of the participant teachers whether grammar rules are taught with enough importance in English class and in which way. If they teach, which method do they follow? All of them have given elaborate and written answers to this question. The above-mentioned list of answers is giving a glimpse of their comments. One of them, Participant 4, Lecturer at University 'R' of Bangladesh gave a productive answer- "Mostly. It depends on class size. For large classes GTM is used but in small classes I prefer using discovery learning where the students find the rules themselves" (P.4, Personal Communication, December 22, 2025). Some of them prefer the inductive method, some others vote for both the inductive and deductive method of grammar learning. Some mentioned TBLT, some said CLT, GTM.

Another striking answer from P1, Assistant Professor in University 'A' is – "In tertiary level, teaching grammar rules is not common as the syllabus and course objectives do not allow the time." (P.1, Personal Communication, December 29, 2025). One more answer is relevant to my study and topic, "Yes, grammar rules are taught deductively. GT method is mostly used for grammar teaching and sometimes it is combined with CLT." Some like audio-visual and some like eclectic methods.

Another influential participant, Assistant Professor, doing her PhD in Australia, answered to this question- "Not always. If a situation arises, grammar teaching is done as part of primary skill development." (P.5, Personal Communication, April 6, 2025). Thus, many of the answers are suggesting that we should follow mixed methods and we are following it knowingly or unknowingly.

Figure and pie chart showing the percentages of teachers' Response to the questionnaire:

Figure 4.1.2

Following Appropriate Language Teaching Techniques

1. Do you follow appropriate teaching techniques in English language teaching?

34 responses

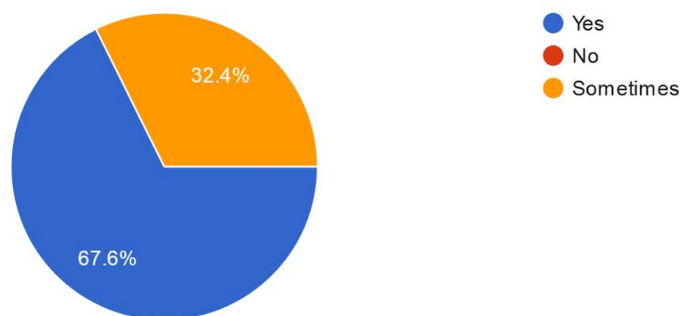
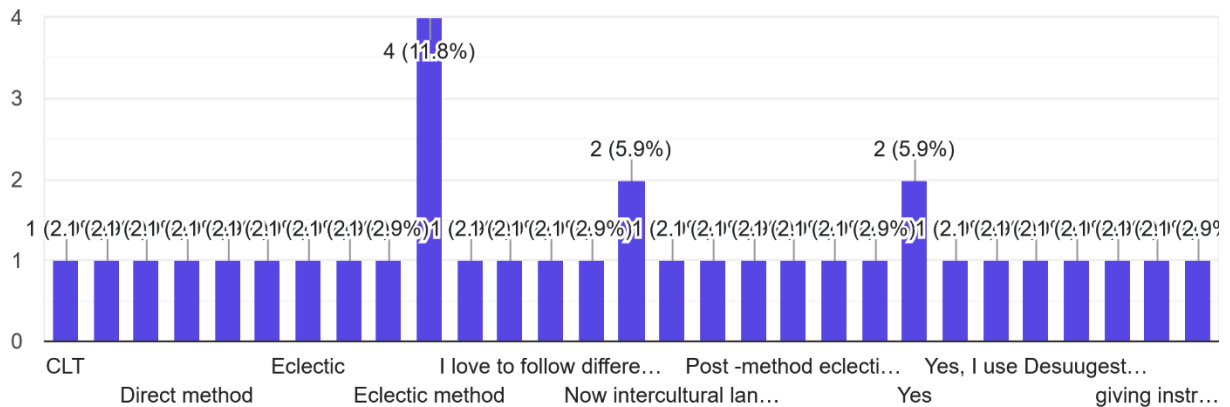


Figure 4.1.3

Responses from Participants (Teachers) about Their Preferences of Eclectic Method

2. Do you prefer following eclectic method (combination of many methods) in English language teaching to one single method? Which method do you follow?

34 responses



Note. The Figure is copied from the Google form chart which was auto-formatted by the google form. The overwhelming majority of the bars have a height of 1 (2.9%). This tells us that 2.9% represents a single individual's response (34/1). (11.8%) is found as the highest peak, where respondents who named a single specific methodology instead of eclecticism (e.g., "CLT", "Direct method"). But overall, the preference of eclectic method is radically increasing.

Figure 4.1.4

Qualification of Students in Tertiary Level

3. Do all the students in English qualify enough to study in tertiary level?

34 responses

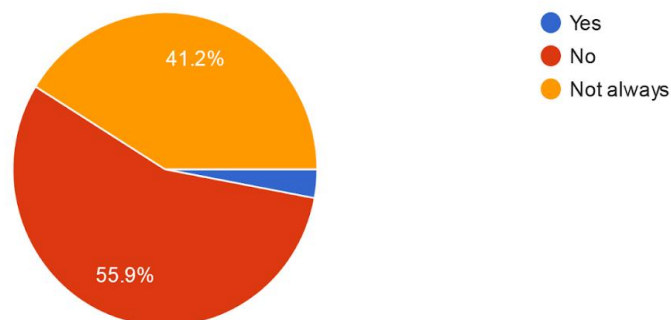


Figure 4.1.5

Proficiency Level of Students

4. How many of students are proficient in English?

34 responses

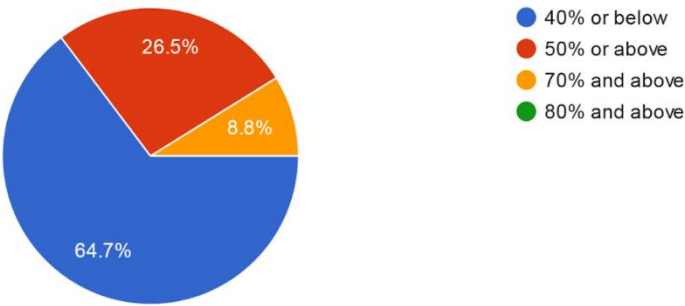


Figure 4.1.6

Text Type Used by Teachers in Tertiary Level

5. Do you follow innovative and unique text (Music Videos, Audio clips, other 'realia' etc.) to make them learn English?

34 responses

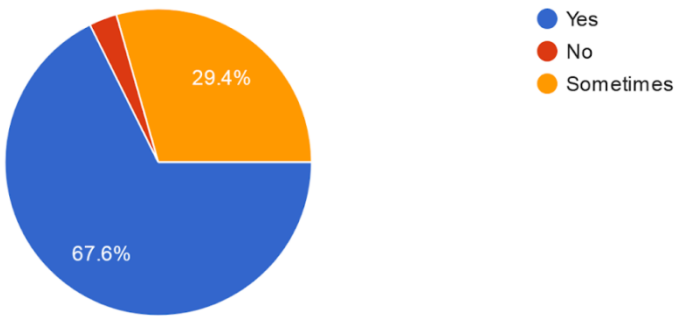
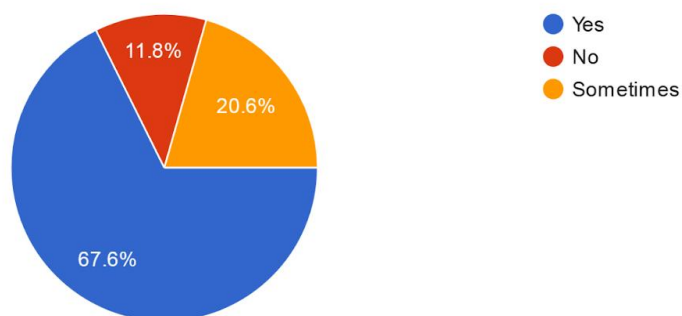


Figure 4.1.7*Preparation of Class Objectives to Follow*

6. Do you prepare class objective and follow this rigidly?

34 responses

**Figure 4.1.8***Practicing Integration of All Skills in a Class*

7. Do you make students practice all four skills in a single class?

34 responses

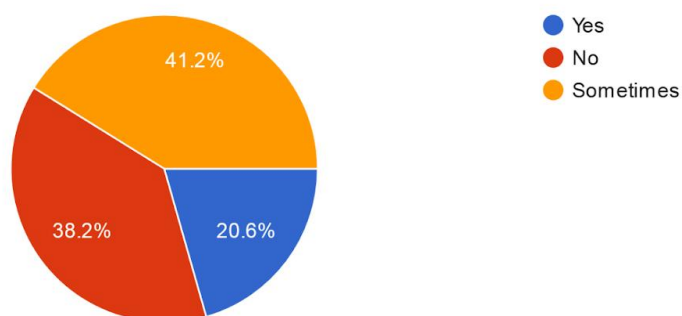


Figure 4.1.9

Teachers’ Training of Teaching English Language

8. Did you have any training regarding teaching English from any institution?

34 responses

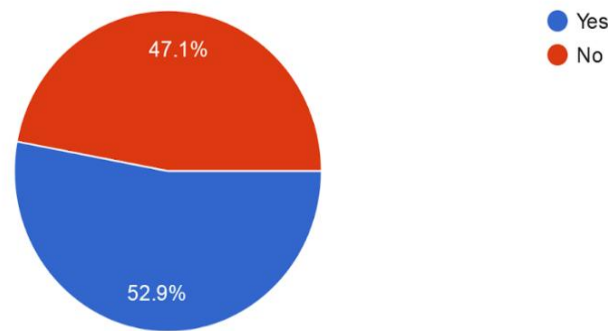


Figure 4.1.10

Interest of Following Innovative Learning Style

9. Are you interested enough to follow an innovative learning style?

34 responses

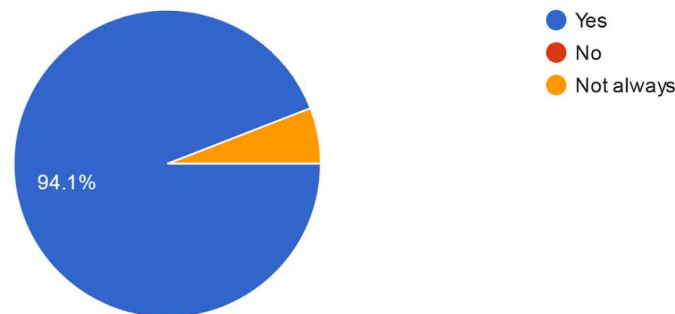
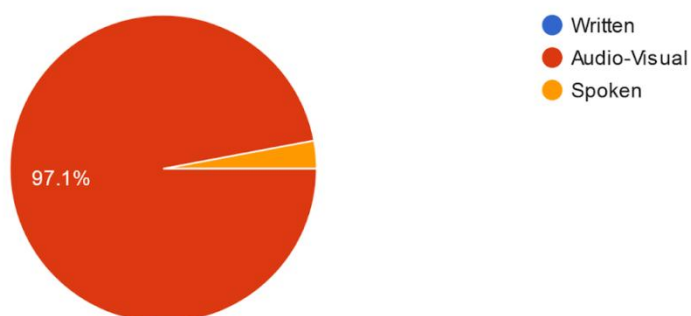


Figure 4.1.11*Type of Text to Improve Listening and Speaking Skills*

10. Which type of text do you prefer to follow for improving listening and speaking skills?

34 responses

**Figure 4.1.12***Possibility of Practicing all Four Skills by the Learners*

11. Do you think all skills can be exercised in one single session?

34 responses

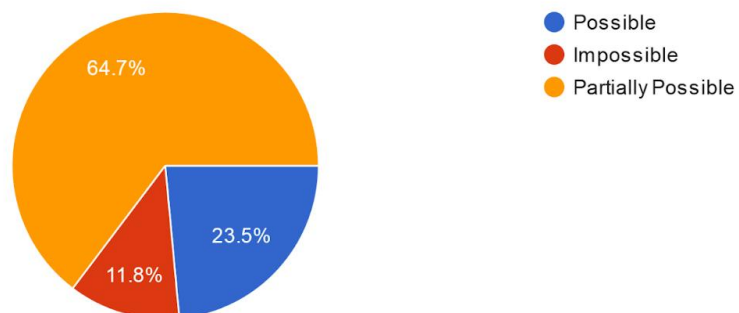


Figure 4.1.13

Importance of Needs Analysis for Syllabus Design and Materials

12. Are the 'needs' of the students given importance to design syllabus and materials?

34 responses

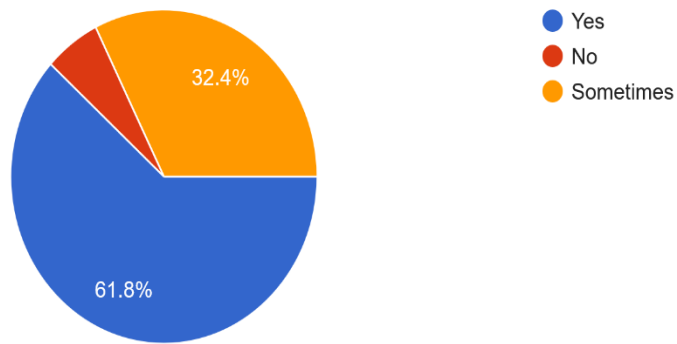


Figure 4.1.14

Independency and Motivation for Choosing Appropriate Method

13. Are you an independent and motivated teacher to choose appropriate method?

34 responses

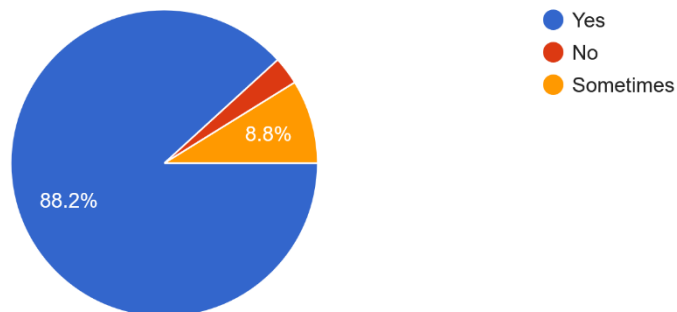
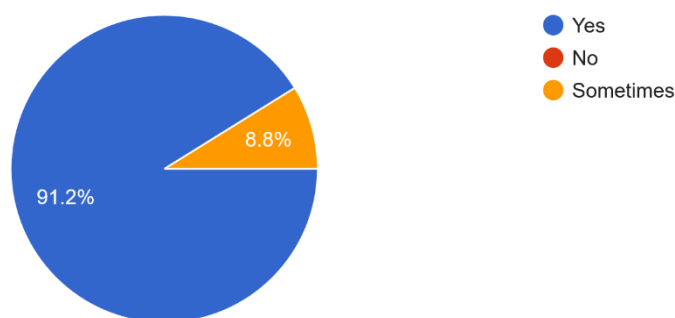


Figure 4.1.15*Being Facilitator and Guide to the Students***14. Do you work as a facilitator and guide to the students?**

34 responses

**4.2 Discussion of Teachers' feedback/responses to the questionnaire:**

The findings from the teachers' questionnaire provide meaningful insights into the current perspectives of teaching practices, teachers' beliefs, and challenges faced by English teachers working in some prominent private universities in Bangladesh. As a whole, the results indicate that the majority of teachers hold positive attitudes toward innovative teaching practices, learner-centered approaches, and continuous professional growth. However, several areas of concern remain, particularly regarding the integration of all language skills and access to formal training programs and their satisfaction and motivation level.

Teaching Techniques and Pedagogical Aspects:

From the questionnaire for teachers, the very first question was about the appropriate teaching techniques in English Language Teaching (ELT). Most of the participants of the full sample (67.6%) reported that they follow 'appropriate' technique. (see Figure 4.1.2). This suggests that teachers are generally aware of effective pedagogical strategies that facilitate communicative competence and student engagement. However, nearly one-third of participants indicated that they sometimes use proper techniques, implying inconsistency in classroom application. But if it is critically scrutinized, what is the meaning of 'appropriate'? Is it the practice of CLT or combination of different methods? Do they like CLT or eclectic methods? This variation of feedback may be the result of institutional constraints, lack of training, or differing interpretations of what constitutes "appropriate" ELT methodology.

Teacher Preferences for Eclectic vs. Single Teaching Methods:

From an open-ended question as given in Figure 4.1.3, nearly every teacher wrote a highly customized, unique sentence describing their approach (e.g., "I love to follow different methods..." or "giving instruction, task-based activities, giving feedback", "now intercultural language teaching. But I used eclectic while I was in BD..."). Their comments can be categorized into broader perspective. A lot of preferences are found from their replies but most of them agreed that a single method is not appropriate for EFL and ESL teachers. The tallest bar (11.8%) peak shows 4 respondents who explicitly typed "eclectic method". The X-axis reveals that the vast majority of respondents are naming the 'Eclectic method', 'post-method eclecticism', or combinations of individual methods (like 'CLT and Direct method'). The rest of the statements indicates the custom/ mixed description of preferring mixing approaches. Only a minor percentage which shows two distinct clusters of 2 responses (5.9% each) where a couple of teachers shared an exact sentiment, such as a variation around "Yes, I use Desuggestopedia...". mentioned single method like 'CLT', 'Direct Method', 'Desuggestopedia'. From the Figure, analytically, out of 30 teachers, 18 prefers eclectic method which is more than average (60%).

Use of Innovative Materials and Technology:

Later, data (response of question no. 5) shows that the majority of the participants (67.6%) follow innovative and unique text meaning audio-visual realistic materials more often in their class. That means they are extremely interested in utilizing innovative resources to enhance student learning. This answer and percentage completely go with the previous first question feedback and the striking matter is – both percentages are exactly similar. The fact is that it aligns with global trends in communicative and task-based language teaching, which emphasize teaching in real-world context and engagement. Teachers' enthusiasm for adopting new learning styles (94.1%, see Figure 4.1.10) further demonstrates their willingness to innovate and openness to adaptability towards progressive pedagogical demands. But they need support from authority and institution for actualization.

On the contrary, in some other cases, although the creative material use is high, the other answers might be contradictory. Twenty-nine and four percent wrote 'Sometimes' (see Figure 4.1.6) which means teachers are not following innovative texts in every class. They are using unique texts occasionally, not always. It can be the case of some universities if the size of the class, technological support and institutional facilities are different from one institute to another. So, the consistency might vary.

Most of the teachers, around all of the participants (97.1%) answered that they follow audio-visual texts to improve listening and speaking skills. (see Figure 4.1.11). Again, ninety-four percent said that they are interested in following an innovative learning style or mixed style to teach English. (see Figure 4.1.10). It indicates they may be following CLT or previous style at this moment and want to follow a new one. Twenty-nine percent said that they are not following innovative texts in every class. So, they are not following innovative texts although they have interest. Probably, they have pre-designed materials prescribed previously in their syllabus.

Professional Development and Training:

It is revealed from the response that more than half of the teachers (52.9%) have received professional formal training in English language teaching (ELT). So, for achieving quality ELT outcomes, more training programs, accessible professional development programs are essential. But the finding also shows, it is a great concern for the tertiary level learners and education system that teachers are not trained well as 47.1% (according to chart information, see Figure 4.1.9) have no training regarding teaching English. This is one of the limitations of applying eclectic methods in the classroom.

Class objectives and practicing four skills:

Following class objectives rigidly is on the one hand good practice of language practitioners but on the other hand a rigid and stagnant type of attitude towards completion of objectives. Figure 4.1.7 shows that 67.6% prepare and follow class objectives.

Practicing all four skills in a single class is another issue which is connected to the integration of all skills. If it is preferably practiced by the teachers is a relevant question asked. Nearly the average number of the teachers (42.2%) answered that they try to follow it "sometimes". But responding 'No' (38.2%) is a prominent portion as it indicates the disinterest of teachers about practicing all four skills together in one class. (see Figure 4.1.8)

There might be a lot of constraints not to follow this practice. Because of large class size, lack of authentic audio-visual materials, lack of internet connection and other hindrance might be possible reasons for not synchronizing all four skills.

Teacher Motivation and Independency:

The last question regarding CLT was that -how many teachers are working as guides and facilitators to the tertiary level language learners? A prominent percentage of the teachers (91.2%) responded that they are facilitators to the students. (see Figure 4.1.15). Most of the teachers identified themselves as supportive mentors rather than authoritative figures.

Instructional Design according to learners' needs:

Moreover, over 60% of the respondents indicated that student needs are considered in syllabus and material design. (see Figure 4.1.13). Although this suggests a movement toward needs-based instruction, the remaining percentage who selected "sometimes" or "no" indicates that student voices are not always fully represented in curricular planning. Majority of the whole think that greater collaboration between teachers and curriculum developers could strengthen the link between instructional design and actual learner needs.

Critical Overview of Findings from Teachers' Questionnaire:

The majority of the teachers (94.1%) show interest in following an innovative learning style which can be related to eclecticism and of course CLT. Here, the needs of students should be given importance to design syllabus and materials. Because the proficiency, age, background, experience, learning skill, style of learners' autonomy are not the same in every class. This particular key issue was raised and analyzed previously in the section "Need Analysis and eclecticism".

Classrooms with enough infrastructural facilities like smart room decoration, internet connection and other technologically advanced environments make teachers enthusiastic to use them properly. The effective use can be restricted by less technological support of an institution.

Teachers who lack training may be incapable of introducing new models of lesson plans. They rely more often on traditional or grammar-based approaches, which could limit students' communicative proficiency. Conversely, those with formal training are more likely to implement interactive, learner-centered strategies that work to lessen their affective factors and promote language fluency and confidence. In a similar way, if regular participation in workshops, seminars, and certification courses is encouraged, it could help teachers decide and manage the class in a positive way.

Challenges and Implications:

In spite of overall positivity, there are several barriers and limitations that ESL teachers face in integrating all four language skills—listening, speaking, reading, and writing—within a single class session. These challenges teachers face might be due to class duration, large number of students, class size, or syllabus design that prioritizes certain skills over others. Institutions could consider revising curriculum frameworks to provide teachers with greater flexibility and support for holistic skill integration. Furthermore, the limited proportion of teachers with formal ELT training is seen as one of the shortcomings of private institutions that impedes the systematic professional development initiatives. Such programs should not only focus on language pedagogy but also address technology integration, learner motivation strategies, and assessment implementation. Students are not qualified enough to study English at the Tertiary level. The largest portion of the data (41.2%) replied "not always" (see Figure 4.1.4) that indicates the poor background and poor skills of the students in the classroom. The above pie-chart (Figure 4.1.5) of my study shows that only 40% or below out of all students are proficient in English as per teachers' opinion and ideas about their quality which is an alarming condition to create a barrier to effective learning atmosphere.

In summary, the discussion reveals that English teachers in most of the private universities in Bangladesh demonstrate commendable enthusiasm, motivation, and adaptability in their teaching and learning practices. They exhibit a strong inclination toward innovation and learner-centeredness, which are essential components of modern ELT. Nonetheless, institutional and systemic barriers—such as insufficient teacher training, inconsistent skill integration, and limited technological support—continue to hinder the full realization of effective communicative teaching practices. Addressing these issues through policy-level reforms, ongoing training, and institutional collaboration would contribute significantly to the advancement of English language education in Bangladesh.

Table 4.3

List of Teachers' Responses to the Open Questions in Zoom Meeting

Number	Name of the participant and University (Pseudonym)	Number of Participants/
1.	Participant 1 (P1), Assistant Professor, University "A" on Study Leave in Newfoundland, Canada	1
2.	Participant 2 (P2), Assistant Professor, University "B", Dhaka	1
3.	Participant 3 (P3), Lecturer, University "T", Barisal	1
4.	Participant 4 (P4), Lecturer, University "R", Dhaka	1
5.	Participant 5 (P5), Associate Professor, University "U" doing PhD in Australia	1

4.3.1 Teachers' Response in online Zoom interview: Five selected teachers were asked questions through online zoom meetings and their answers were recorded.

The very first question was- 'What do you understand by the autonomous teacher?'; 'Is he following eclectic method?'; Which method they prefer to follow?'; 'Are they facing challenges to teach autonomously?'- To answer all these question, one-third of them start with the idea of being "independent to choose materials in teaching", then one started with a dictionary definition of 'eclectic' method? One of them answered, 'not at all', although principles of CLT are modernized, multi-functional in nature, eclecticism is completely a distinct type. One of the participants 'P1', lecturer from a renowned university said while answering whether there is any difference between these two methods, eclectic approach sometimes gives you more freedom over subject, about how we teach, on the other hand, "CLT has a more specific kind of approach which is encouraged in most of our classroom practices". According to his opinion, during the corona pandemic period, there have been a lot more changes of shifting classes towards and from online and offline media. So, "single rule cannot be maintained in this situation. CLT is not always the best in such drastic changes". Thus, eclecticism is important as a good option. To answer the similar question, another participant in zoom session said, "...teachers of English language are using many methods in classroom, but irony of fate is that each method has its weaknesses and disadvantages, because of these drawbacks, theorists/linguists came upon with a new method-which is eclecticism, a combined one. Another important thing in eclectic methods is that teachers can use and choose a lot of techniques in a single classroom to make the learners understand clearly...". (P.3, Personal Communication, April 16, 2025).

Answering the question if he has faced any challenge so far teaching different types of students in one classroom, he adds, "Sometimes, I even have to translate word by word in some classes, otherwise, some of the students will not be able to participate at all." (P.1, Personal Communication, May, 15, 2025). When asked whether they are facing challenges to do listening lab class, all of them said, if lab equipment and electricity are available, there is generally no problem occurring. It takes time and students get bored if connection is interrupted. To answer about using 'realia', He further explained 'we typically have to stick to the textbook what we get and that can create one problem in using 'realia'. It took time in some universities to show videos and he had to waste time using visual texts but, in some universities, the equipment is well-furnished and very comfortable. He added, audio-visual texts are helpful in class in getting attention but if lesson plan and materials given earlier, sometimes, it becomes difficult to incorporate extra stuff, for example, if I could translate native language to mother tongue and teach 'how to book a ticket' in our cultural setting, it would be interesting, but prescribed lesson plan makes it challenging to go for both. He later suggested practicing two or three skills together if possible but not all four skills together in a single class session because it is not a good idea to overwhelm students with multiple types of input. (P.1, Personal Communication, May 15, 2025).

About other challenges the next participant said, variation of students as "sometimes, the students are producing a lot of sentences but they are not grammatically and syntactically correct". On the other hand, some are not fluent but correct in grammar. In this case, one method is not good for all. Lack of proper training is also responsible for the 'barrier of applying both CLT and eclectic methods in the classroom', because of teachers 'lack of knowledge about recent methodology, they are confused about which method should be adopted and applied'. Language club, uninterrupted electricity and internet for audio-visual materials are basic needs in classroom settings, according to him. (P.3, Personal Communication, April 16, 2025). Other proofs from the study are—P5 from University 'U' in her online session deliberately answered that she used to "assess students' listening and speaking skills once or twice a week." (P.5, Personal Communication, May 30, 2025). The skills are yet to improve because of their less frequent exercise of all skills.

To the teachers' questionnaire, commenting on their personal choice of method, many answered "eclectic". Many said that they prefer combining CLT with other methods, like GTM, ALM, Direct methods. From my observation of their answers both in questionnaires and interviews, it can be summarized that they are very much interested in an eclectic approach and they do not neglect traditional approaches of teaching and learning a foreign and second language.

Because of the poor performance of learners, tendency to memorize, and avoiding creativity, a teacher cannot practice even a single skill properly. As a result, how can they bridge the existing gap given syllabus and classroom practices.

It is clearly seen that teachers' choices are now changing and they are not restricted to any single method. A language teaching atmosphere is so vibrant, non-conformist. They are not bound by the authoritative decisions. They have their own freedom of choosing materials and designing as free thinkers. At the tertiary level, where University education should be more liberal, having the confidence of mixing many methods if needed must be a compulsory phenomenon.

4.3.2 Discussion on findings from teachers' conversations online:

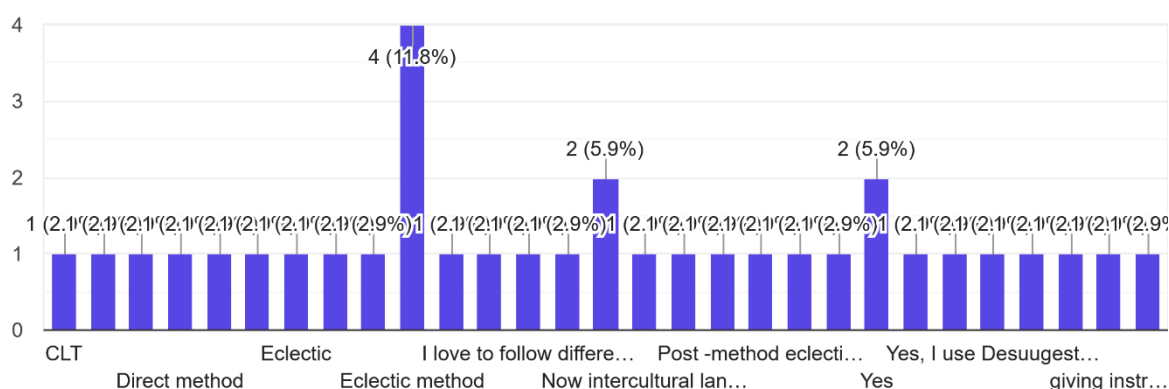
To answer this question about appropriate teaching and following appropriate methods, more than 60% teachers said that they follow appropriate techniques without hesitation. But when some of them are asked face to face, some of them comment on the idea of "appropriate" technique. Actually, in a real sense, there is no fixed proper technique that can be followed. This may vary according to the needs of the students. So sometimes it can be suitable and applicable, some other times, it may not work for a group of students in a different context. So 'sometimes' is a valid option to choose in our Bangladeshi private university context.

It was asked whether they prefer following eclectic methods or any particular single method. Some of the answers were significant to analyze. Many of them prefer eclectic methods. One of the participants who is an Assistant Professor from University "A", said, "I basically prefer Task-based Language Teaching (TBLT), but I use some techniques from other methods as well. Like: Audi-Lingual Method or Grammar-Translation method." (P.10, PC, December 18, 2025). This is an example of how teachers are very much fond of mixed methods or eclectic methods which they do not follow cautiously but subconsciously in language teaching. Another Lecturer from University "C" talked about "Discussion, gossiping, showing audio-visual clips, lecture, and asking short questions within lectures" (P. 8, December 19, 2025) which he follows as his procedure of teaching. He always tried to give students 'feedback' for grammar correction in grammar lessons which is very important. This is another key factor of eclecticism. As a language practitioner, Participant 1 opined about the future implication of teaching technique that we have technical support and enough modern facilities now so a change is required to make teaching better and different approaches can be followed in our classroom environment. (P.1, Personal Communication, May 15, 2025)

Figure 4.3.3

2. Do you prefer following eclectic method (combination of many methods) in English language teaching to one single method? Which method do you follow?

34 responses



The

codes(responses) can be grouped into broader categories. For example, we could group them into:

1. Strictly Eclectic: (e.g., "Eclectic", "Eclectic method", "post-method eclectic")
2. Single Methods: (e.g., "CLT", "Direct method", "Desuugestopedia")
3. Mixed/Custom Descriptions: (e.g., "I love to follow different...", "giving instr...")

High Individual Variation: The overwhelming majority of the bars have a height of **1 (2.9%)**. This tells us that 2.9% represents a single individual's response (341). Because this was an open-ended question, nearly every teacher wrote a highly customized, unique sentence describing their approach (e.g., "I love to follow differ..." or "giving instr...").

Minor Agreement Clusters: Aside from the 11.8% peak, there are two distinct clusters of **2 responses (5.9% each)** where a couple of teachers shared an exact sentiment, such as a variation around "Now intercultural lan..." or "Yes, I use Desuugestopedia...".

The Overriding Theme: Even though the chart is messy, scanning the text labels along the X-axis reveals that the vast majority of respondents are naming the **Eclectic method, post-method eclecticism**, or combinations of individual methods (like CLT and Direct method).

Table 4.3.3: Teacher Preferences for Eclectic vs. Single Teaching Methods (N=34)

Direct/Indirect Preference of method	Response (n)	Percentage (%)	Description / Examples from Data
Explicit Eclectic Preference	7	20.6%	Respondents who explicitly typed "Eclectic method", "Eclectic", or "post-method eclecticism". (Includes the peak of 4 and other variations).
Custom Eclectic / Mixed Descriptions	3	8.8%	Rest statements indicating a preference for mixing approaches (e.g., " <i>I love to follow different...</i> ").
Specific Single Methods	4	11.8%	Respondents who named a single specific methodology instead of eclecticism (e.g., "CLT", "Direct method").
Other Individual / Cut-off Responses	20	58.8%	The remaining unique, single-teacher responses and partially obscured text entries (e.g., " <i>giving instr...</i> ", " <i>Yes, I use Desuggestopedia...</i> ").

Conclusion:

From the qualitative and quantitative analysis, it is found that most of the teachers have preference of choosing their own materials and taking class not following rigid content of syllabus and curriculum. They are comfortable to rely on their own innovative techniques and activities. Practical application and theoretical overview are two different perspectives. The study identifies some key issues regarding teachers' real classroom sessions and their ways of following methods. Sometimes teachers are reluctant to analyze learners' needs but they are enthusiastic to initiate new modified techniques and methods. The teacher being the closest to the students, need to fulfil the demands of ESL and EFL learners. Along with the present spirit of positive steps, the teachers have to work on minimizing the barriers of effective teaching. Some recommended suggestions would be application of mixed method, use of multimodal tools, integration of receptive and productive skills, practice of both aural and oral communicative tasks in classroom, etc.

Declaration:

I, hereby declare that the study submitted by me is my original work and has been created by me. I confirm that the submitted work does not knowingly infringe upon the copyright, intellectual property, or other rights of any third party. I have disclosed all relevant information concerning the study, including any use of external materials, references, or collaborative contributions, where applicable. This research received no external funding and declare no conflict of interest

I further confirm that the information provided in this submission is true and accurate to the best of my knowledge. I accept responsibility for the originality and authenticity of the submitted work.

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Conflicts of Interest: The authors declare no conflict of interest.

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